

UNIVERSITY OF WOLVERHAMPTON PROPOSAL

Young Dad's TV Collaborative Impact Evaluation

Commissioned by

Young Dads TV

Submitted by

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1. About CeDARE



The Centre for Development and Applied Research in Education (CeDARE) is pleased to submit this proposal for a collaborative impact evaluation of the Young Dad's TV project. CeDARE is based within the School for Education Futures at the University of Wolverhampton. We have an ethos of participatory research and aim to work in partnership with funders in order to produce research that can inform both practice and policy. CeDARE combine the professional experience of staff from across the university with the knowledge and expertise of highly experienced researchers in order to develop innovative methodologies and produce research outputs that impact on policy and practice.

Find out more at www.wlv.ac.uk/cedare

Relevant past projects

Longitudinal Study of Early Years Professional Status: an exploration of progress, leadership and impact

In 2009 CeDARE was commissioned by CWDC to undertake the longitudinal study of Early Years Professional Status. The research explored the impact of Early Years Professionals on their settings and on practitioners' roles, career development and aspirations over three years. It was based on two national surveys of EYPs and in-depth case studies of 30 early years' settings across England. The completed study has been published by the Department for Education. We are currently creating four case study films that capture key issues and complement the reports.

Exploring the Use of ICT in ITT

This evaluation for the TDA focused on assessing the their programme for funding ICT in Initial Teacher Training (ITT) and its impact on trainers and trainees and the organisations and schools in which they were based. The final report builds on and is informed by case studies of six ITT providers and two previous reports: an analysis of ITT providers' application and evaluation documentation from the programme between 2005 and 2008; and a detailed analysis of a survey of 95 respondents from ITT providers undertaken in November and December 2008.

Innovative ICT in Education – The Telford and Wrekin Story

This project evaluated the impact of innovative ICT for Telford and Wrekin Local Authority (TAWLA) and focused on the use of technology both ubiquitous and institutional and its impact on learners, teachers and schools within the LA area. This also involved the investigation of both learners and teachers' digital habits both in and outside of school so that future implementations of technology can be informed by research.

Video and voice in research

Professor Mark Hadfield who will be involved in project planning and Quality Assurance on this project has worked extensively on the use of video in research and change through the Urban Programmes Research Group and will bring this experience to bear to give greater depth to the issues around using video as a tool for personal change.

2. Introduction to your Young Dads TV evaluation

This evaluation will take into account the mission and values of Young Dads TV (YDTV) in order to evaluate its impact and effectiveness. It is important that any evaluation of a development project that seeks to have impact on peoples' attitudes and life chances focuses on changes in individual capability and group capacity to achieve life functions that they value. Thus the evaluation will use the aspirations of the YDTV project and the evidence from Young Dads (YDs) themselves to frame the evaluation. Further, the emergence of YDTV into an existing service provider/stakeholder arena will also be evaluated. How is the YD activity enabled by YDTV valued and received by significant stakeholders within those existing providers who seek to engage and support Young Dads?

The basic aims of YDs and the YDTV project are stated below. We will base the evaluation on how far these aims have been achieved and upon other functions as identified by consultation that are of note in the engagement with YDs.

Overview

In their own words, Young Dads want to feel less invisible in their own community; to be connected with opportunities; and given the chance to create their own opportunities. They feel that existing services are failing to meet these needs, and are keen to work with official organisations to develop their provision.

Aims of Young Dads TV

- Increase the participation of Young Dads in local services.
- Increase the digital capabilities of existing services.
- Enable Young Dads to create their own, peer-run groups.
- Enable partnership working between existing services.
- Enable Young Dads' activism and political engagement.
- Anything else that this emerging community of Young Dads can think of.

3. Theoretical underpinning

In order to frame the investigation we will use facets of **the capability approach** Sen (1992, 1999) and the approach has also been addressed by Nussbaum (2000) and Robeyns (2005) alongside **conventional practices in impact data collection and evaluation** and **Most Significant Change (MSC)** methodology. These **three** approaches are detailed below and colour-coded in their implementation throughout this bid:

1

The capability approach is a way of thinking about the manner in which human beings are able or otherwise (due to particular contexts or systems) to achieve the sort of life that they value. Sen, (1992:40) describes the approach as follows:

The major constituents of the capability approach are functionings and capabilities. Functionings are the “beings and doings” of a person, whereas a person’s capability is “the various combinations of functionings that a person can achieve”

Zheng (2007) notes, quoting Sen (1987:36) that

‘A functioning is an achievement, whereas a capability is the ability to achieve. Sen (1987).’

This means that capability is the range of possibilities open to individuals that can subsequently be converted into valued functionings. This range is dependent upon their context and the systems and processes, good and services etc. that may extend their capabilities or constrain them.

Given that the aims of YDTV are to nurture capability and convert it into valued functionings (by YDs and others) we can use this as an evaluation framework and frame questions about how far Young Dads have been supported to achieve functions that they value in being “visible” fathers. Equally, the investigation will also throw light on their interactions with support organisations and how far these interactions help or hinder their endeavours.

Thus the lines of enquiry formulated through the application of the capability approach will be as follows:

1. Compile a list of aspirational valued functionings in the YD sphere.
2. Ascertain the extent to which specific individuals feel that they have achieved these functions.
3. Ascertain whether they feel more able to realise their capability/potential etc.
4. Investigate whether key service providers in areas where YDTV has been active can corroborate the increase in capability and functioning of YDs in terms of access to services/visibility on a range of levels that relate back to the identified valued functionings.

2

Conventional practices in impact data collection and evaluation will be used to investigate key stakeholders to evaluate the effectiveness of the YDTV organisation in:

1. Increasing service participation by Young Dads
2. Whether key providers have enhanced their digital capabilities through engagement with YDTV
3. Enabling new and enhancing existing partnerships and partnership working

3

Finally, we will use participative **Most Significant Change (MSC) Methodology** in order to assess the major impact that has occurred in YDs functioning and the process that occurred in achieving that change.

“Essentially, the MSC process involves the collection of significant change (SC) stories emanating

from the field level, and the systematic selection of the most significant of these stories by panels of designated stakeholders or staff. The designated staff and stakeholders are initially involved by 'searching' for project impact. Once changes have been captured, various people sit down together, read the stories aloud and have regular and often in-depth discussions about the value of these reported changes. When the technique is implemented successfully, whole teams of people begin to focus their attention on program impact." Davies and Dart (2005).

We intend to modify this approach slightly by using this methodology retrospectively as an impact evaluation tool by:

- Analysing existing video footage of YDs (if such footage exists) towards identifying the MSCs that are evident within it.
- Convening a focus group activity using video narrative storytelling in order to elicit MSC information.
- Verifying these outputs with a range of stakeholders to determine both:
 - The main collective MSCs of the project and if possible
 - The different paths that people have been through to reach that change.
- These can then, if required be developed into individual case studies that document the changes that YDTV has had on people's lives and functionings.
- The social network growth that has occurred as a result of YDTV engagement

Additional foci

This will draw on a CeDARE research strand that focuses on Digital Media, Voice and Change. Previous work in this area includes Professor Mark Hadfield's work on Video and Voice www.uprg.co.uk, our current work on emerging digital habits and engagement in learning and a current project, funded by the European Union, exploring video documentary making as a tool for citizen engagement in community/public sphere activity. Building on this EU project, two funded PHD students are developing this video/digital ethnography approach further with a focus on the potential of video (in the ethnographic mode), combined with online distribution, as an alternative to conventional learning/engagement contexts. In terms of additionally, this evaluation will apply key elements of this previous and current work in order to gauge the importance of video in the social and civic outcomes of the YDTV intervention. This will be enacted by our PHD research students who will consider the application/relevance of the following concepts to the project.

- Use of video in the ethnographic mode for critical reflection
- Use of documentary video for constructivist approach to learning
- Focus on video editing as key reflective act of/in ethnographic learning
- Focus on critical media literacy as active cultural practice

4. Project activities

Overarching: Convening a steering group to verify outputs/methods etc. Constituents to be negotiated with YDTV. These are arranged by grouping as per the approaches outlined above:

1	<p>YDs improved functioning in the chosen arena.</p> <ul style="list-style-type: none">A. Compile valued functionings into an interrogative framework.B. Identify population/sample of YDs that are available to be interviewed/surveyed.C. Develop a semi-structured questionnaire for use with YDs. This could also be produced as an online survey but we would expect to use a certain amount of semi structured face-to-face or phone interviews to gain verification of the survey and/or get more in-depth responses.D. Repeat this process for Stakeholders.
2	<p>Desk research into YDTV metrics followed by online questionnaire plus follow up interviews by phone with a range of stakeholders.</p>
3	<p>Analysing existing footage of YDs (if such footage exists) towards identifying the MSCs that are evident within it.</p> <p>A focus group will be convened where participants will discuss their conceptualisation of MSC. This will be based on video diaries kept by participants either throughout the timescale of the evaluation project or made as a result of retrospective narrative prompts that chart their engagement with YDTV processes.</p> <p>A social network analysis tool will also be used to capture how YDs networks have expanded or been enabled by participation through YDTV interventions.</p>

5. Outputs: Overarching report with several different media options and segmentation

1	<ul style="list-style-type: none">A. Valued functionings interrogative framework reusable in other contextsB. Evaluation report section 1 on impact of YDTV on YDs engagement with services, perceived visibility and enhanced functionings in this arena.
2	<p>Evaluation report section 2 on the effectiveness and impact of YDTV with key stakeholders and providers.</p>
3	<ul style="list-style-type: none">A. Evaluation report section 3 on main significant changes in YDs lives brought about by YDTV intervention.B. Participation mapping: social network analysis. This is a method of capturing how an individual's network has changed as a result of an intervention. This should enable the capture of how individual's Dad/child network has grown or been enhanced due to particular events, connections etc. enabled by the YDTV intervention.C. Video diaries

D. Case studies personal journeys (option)

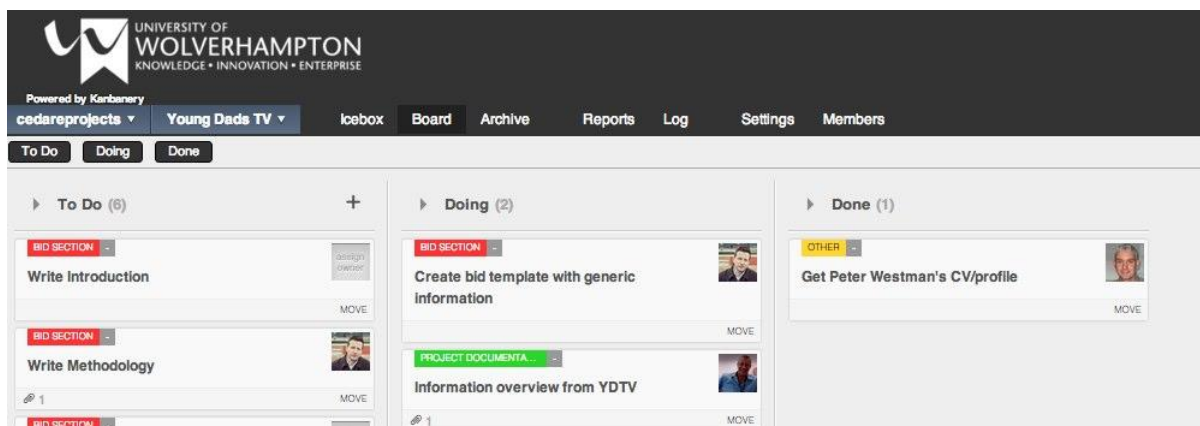
E. Evaluation report section 4 into the effectiveness of YDTV methodology of using video to engage YDs has enabled YD's voice to be amplified and converted into effective engagement/valued functioning.

6. Knowledge transfer strategy

All CeDARE projects carefully consider how research outputs should be disseminated with funders in order to garner maximum exposure and reach. We therefore develop a dissemination and communication plan with funders that consider the range of outputs and formats required. These can range from formal reports, short illustrated “take away” fact sheets, through to video clips and digital media sites and social media releases.

7. Project management

All CeDARE projects are managed using a combination of Agile and Prince 2 methodologies. Your project will be visible throughout its life on an electronic visual project management system which we will share with you (see fig 1 below). We will also schedule regular keep in touch meetings and progress reporting. In addition we will establish a communications protocol so that you need never feel that you are out of touch with your project. All systems are open and transparent and we highly value clients' input as partners and investors in their project.



8. Risk management and assessment

To achieve effective Risk Management, we will proactively identify, assess and control uncertainty, utilising our good understanding of risk – the causes, probability, impact, timing and possible responses. As part of the project implementation document (PID) we will create a Risk Management Strategy, which will outline the purpose, objectives, scope, procedures and responsibilities for risk management within the project. A Risk Register is established below and will be maintained throughout the project as a means to formally manage risk and trigger any consequential revisions to the project. Through the Register risks will be:

- **Identified** - we will consider all risks that could potentially affect the achievement of objectives, and provide descriptions to ensure a common understanding by the project team as a whole.
- **Assessed** – we will rank each identified risk in terms on estimated likelihood, impact and immediacy, achieving an understanding of the overall level of risk associated with the project.
- **Controlled** – we will identify appropriate responses to risk and assign risk owners, and then execute, monitor and control these responses.

Risk Register

These are some generic risks that can be used for all projects – as you can see they all fall under the Management section. For Implementation risks you will need to go through the methodology and identify any potential risks, and work with the project lead to complete the Register.

Risk Analysis			Risk Management Plan	
Risk	Impact	Probability	Avoidance	Reduction of risk
Implementation				
Stakeholders unavailable or unwilling to co-operate	High	Low	Ensure Stakeholders are fully informed of purpose and process of research	Offer multiple contact times and formats for response.
Young Dads not contactable/unavailable/no show	High	Med	Work with funder to ensure YDs availability, coincide with other events	Offer flexibility in terms of days and times for engagement. Ensure more time is available than required.
Format of enquiry does not fit with established YD culture	Med	Med	Ensure that funder briefs UoW on culture/requirements etc.	Use different mediums/approaches for data collection. Prepare to use video etc to engage.
Reporting is not fit for purpose	High	Low	Establish range of formats/audiences through knowledge dissemination plan with funder early in project	Availability of multiple formats for different audiences.
Management				
The Project Director or Project Manager is unable to continue working on the project due to unforeseen circumstances.	Low	Low	Ensure that the team members are well briefed on developments and in a position to take over the management/direction of the project at short notice. We are fortunate in having at least 6 people at our disposal with experience of running projects of this size, scale and importance.	Another team member (identified at the start of the project) would immediately take over the direction or management of the evaluation project.
Staff absenteeism	Low	Low	Our past records show excellent attendance records for our staff. There is more than	At the outset of the project we will identify suitable personnel from the wider CeDARE

			sufficient capacity within the wider teams to enable necessary changes in the assignment of team members to be made	research team to cover possible staff absence. We will keep them informed of methodology being used and if necessary, immediately draw the personnel into positions.
Risk of confused and mixed messages to practitioners, stakeholders and {funder}	Medium	Low	We will establish direct protocols within the team supported by clear, consistent and well managed communication, to avoid confused and mixed messages occurring.	The regularity of meetings of the project team and steering group should remove such differences of expectations. The value of the project is seen as working closer together. If such differences do occur, these will be resolved through professional dialogue at the steering group and their decision will be final.
Conflict of interest	High	Medium	<p>The greater risk is through individual relationships. We are confident that these will be identified and managed during our scheduling of activities.</p> <p>We will agree communication and media management protocols with [funder] at the outset of the programme so that there is an agreed process and set of procedures for managing sensitive information. We will replace any individual where a conflict of interest, either real or perceived, is identified.</p>	<p>We will establish direct protocols with [funder] to manage any conflicts with particular settings.</p> <p>We will establish processes for individuals to declare conflicts of interest at the outset of the engagement and also to report any conflicts that emerge during their participation.</p>
Failure to meet the milestones of project within agreed timescales	Medium	Low	Rigorous project management and regular project risk assessment updates will monitor progress against timescales and ensure contingency plans are prepared to put in place in the event of the project falling behind schedule. Regular report against project targets will further support this monitoring process.	The availability of extra capacity within the wider CeDARE research team will help minimise this risk as will the experience and expertise of the proposed manager. We will identify suitably qualified personnel at the outset of the project to use as a back up resource to recover or prevent slippage.
The budget does not cover costs	Medium	Low	A comprehensive and detailed budget will be in place from the outset, to ensure that all	The team is experienced in project management and will reduce this risk by

			stakeholders are aware of their responsibilities and related cost.	budget control meetings and budget reviews will form a standing item on the agendas for the steering committee. Discussions with [funder] will be arranged on a regular basis.
There is a breach of data security	V. High	Low	Our in-house expertise enables us to deliver a robust technical solution. All staff on the contract will use encrypted machines and will be required to sign a use of data protocol agreement.	We will agree communication and media management protocols with [funder] at the outset of the programme so that there is an agreed process and set of procedures for managing sensitive information.
Loss or corruption of data	V. High	Low	Main data will be stored in a University secure data centre. Robust and secure backup procedures will be implemented.	We will minimise the amount of data held locally and will ensure that any such data is secured through local backup processes.

10. Key staff

Professor Mark Hadfield

On this project mark will advise on research design and oversee all outputs and processes in terms of QA. Mark is Director of CeDARE and is highly experienced in the areas of practitioner enquiry within collaborative school improvement efforts and the use of video within research. His many research projects involving video have been collated into the book 'Video in Social Science Research: Functions and Forms', published by Routledge. Throughout his career, Mark has been committed to working in research that is participatory and collaborative. [Find out more about Mark's research and publications.](#)

Karl Royle

On this project Karl will be responsible for project initiation and will oversee project management and knowledge transfer protocols. He will also work on the research instruments with Dr McDougall and the final reporting. Karl Royle is Principal Lecturer for Curriculum Innovation and Knowledge Transfer at CeDARE, where he works as a research project director. Karl has considerable experience of project management (Certified Scrum Master) and materials development for both screen and print-based media and has a background in teacher education, professional development and education management. [Find out more about Karl and his research, presentations and conferences.](#)

Dr Julian Mcdougall

Julian will supervise the research elements of the project. Julian is Reader in Education at CeDARE, as well as Award Leader for the Professional Doctorate in Education. He runs lively research groups in Developing Pedagogy and Media and Digital Literacies and is the founding co-editor of the Media Education Research Journal. He has published a range of books concerning media education and holds visiting fellowships at the Centre for Excellence in Media Practice, Bournemouth University and the School of Education at Sheffield University. [Find out more about Julian and his research.](#)

Dr Mahmoud Emira

Mahmoud is an experienced researcher having worked on all of CeDARE's recent projects. He is an expert in change management and social network analysis and specialises in professional studies in education, educational leadership, educational policy and practice, the education of minority ethnic children, and social inclusion. [Find out more about Mahmoud and his research activities.](#)

Peter Westman

Peter holds a PhD studentship with CeDARE and is undertaking his doctoral study in Digital Ethnography as a Transferable Pedagogic Tool. Peter's MSc in Digital Anthropology from Brunel University supports his research interests in the anthropological issues relating to games, simulation, media, consumption and digital and visual culture.

11. Project costing

Approach	Activity	Days	Rate	Cost	Charge	UoW Match
1	Convene steering group	1	222.72	222.72	FOC	222.72
1	Compile valued functionings into an interrogative framework	2	224.3	448.6	448.6	0
1	Identify population/sample of YDs that are available to be interviewed/surveyed for this evaluation	0.5	224.3	112.15	112.15	0
1	Develop a semi structured questionnaire for use with YDs (This could also be produced as an online survey no extra cost)	2	552.81	1105.62	552.81	552.81
1	Pilot questionnaire	0.5	224.3	112.15	0	112.15
1	Semi structured face to face or phone interviews with YDs (6)	2	224.3	448.6	448.6	0
2	Desk research into YDTV metrics	3	224.3	672.9	672.9	0
2	Stakeholder sample collated	0.5	224.3	112.15	0	112.15
2	Online stakeholder questionnaire devised trialled and implemented	2	224.3	448.6	448.6	0
2	Follow up phone calls to stakeholders	2	224.3	448.6	448.6	0
3	Analysing existing footage of YDs (if such footage exists) towards identifying the MSCs that are evident within it.	6	224.3	1345.8	0	1345.8
3	Focus group tools design/ video diaries and social network analysis	6	552.81	3316.86	0	3316.86
3	Focus group day	3	552.81	1658.43	0	1658.43
1,2,3	REPORTING	9	460.29	4142.61	920.58	3222.03
Totals		39.5	4360.14	14595.79	4052.84	10542.95
Project management				FOC	FOC	FOC
Travel/acc					600	
DTP design		2	180		360	
Sub total					960	
Grand total ex vat					5012.84	

Video case studies option if required

3000

12. Project plan and timings

Approach	Activity	Days	Oct	Nov	Dec	Jan
1	Convene steering group	1				
1	Compile valued functionings into an interrogative framework	2				
1	Identify population/sample of YDs that are available to be interviewed/surveyed for this evaluation	0.5				
1	Develop a semi structured questionnaire for use with YDs. (Could also be delivered online at no extra cost)	2				
1	Pilot questionnaire	0.5				
1	Semi structured face to face or phone interviews with YDs (6)	2				
2	Desk research into YDTV metrics	3				
2	Stakeholder sample collated	0.5				
2	Online stakeholder questionnaire devised trialled and implemented	2				
2	Follow up phone calls to stakeholders	2				
3	Analysing existing footage of YDs (if such footage exists) towards identifying the MSCs that are evident within it.	6				
3	Focus group tools design/ video diaries and social network analysis	6				
3	Focus group day	3				
1,2,3	REPORTING	9				

Please note dates and duration are flexible and estimated. Depending on availability of YDs.

13. References

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